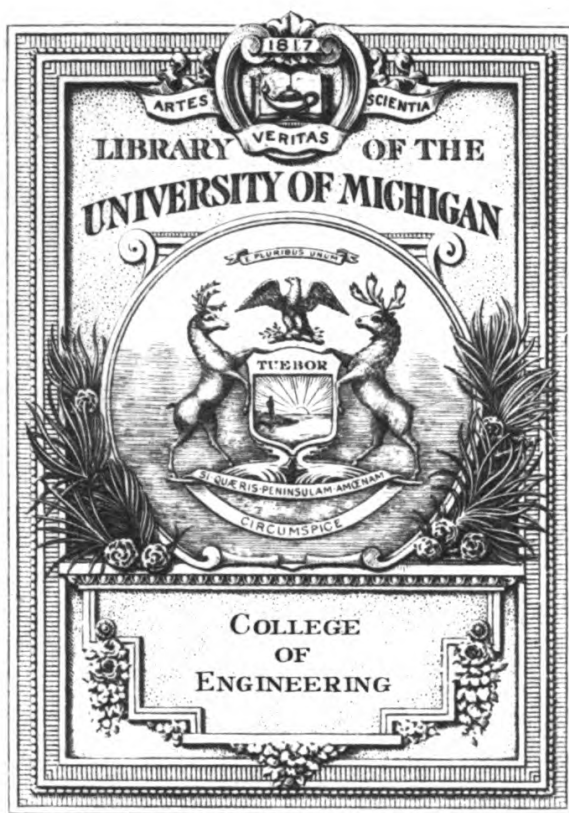


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NAVAL LEADERSHIP

and the American Bluejacket

ARTHUR A. AGETON
COMMANDER, USN

NAVAL
LEADERSHIP
*and the American
Bluejacket*

Whittlesey House

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NAVAL LEADERSHIP

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*For all the young officers
who have come into the Navy
to help us in our hour of need*

The opinions and assertions contained in this book are the author's and are not to be considered as official or as reflecting the views of the Navy Department or the naval service at large.

Preface

OF THE many books about leadership, by far the greatest number have been written by and for members of the Army or of industry. While nearly all these contribute something to the study of leadership in the Navy, none of them, not even those written for the Army, are completely applicable to naval leadership. The problem of leadership in a Navy at war is complicated by crowded living conditions in ships, by long periods at sea and at advanced bases, and by the correspondingly necessary close association between officers and men in life aboard ship.

In a Navy expanding to several times its peacetime size, with many thousands of new and inexperienced officers, a new approach to the subject of naval leadership, which is specific and suggestive, is needed. This little book is the result of the author's long session of extensive reading on leadership in the course of preparation of the manuscript of "The Naval Officer's Guide," and from the necessity recently, as Executive Officer of a major ship, to train and assist in orienting some of our new and inexperienced officers in the most difficult feature of the most exacting profession in the world today.

At sea, the young officer is interested in his job and very eager to do the right thing. The only trouble is that he fre-

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PREFACE

quently does not know *what* or *how*. The material which forms the basis for this book was prepared for two talks to junior officers aboard ship in a forward area. Expanded and clarified, it is presented here in the hope that the *specifics* offered and the *suggestions* made may prove helpful to many new, and frequently bewildered, young officers, who have been recently commissioned in the Navy, in abbreviating their apprenticeship. Perhaps these thoughts on naval leadership may serve to break ground for other studies of the one, single, and most serious problem with which we are faced in the fleet today.

The author wishes to express his appreciation to Lieutenant Winton Tolles, USNR, for his kindness in reading the first rough draft of this manuscript and for his many excellent suggestions which have been incorporated into the book.

ARTHUR A. AGETON.

At sea,
February 1, 1944.

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Chapter I

The Attributes and Character of the Naval Leader

ATTRIBUTES

THE attributes of a good leader are the same throughout the world, regardless of his nationality or of the type of organization in which he serves. In any command, a leader will always be one who goes before his followers to show them the way he wishes them to proceed, and he will be followed by others in conduct and opinion only as far and as well as he succeeds in endowing them with his spirit by his sincere interest in their welfare and by his superior example and precept. The perfect leader so imbues his followers with the qualities of his leadership that they execute his will, comply with his demands, are eager to learn his wishes, and carry out his orders cheerfully, willingly, and even blindly.

Former theories of successful military leadership were derived from organizations inspired by, and infused with, the spirit of great leaders. Such organizations were Napoleon's magnificent armies and Nelson's "Band of Brothers." Unfortunately, such leadership is now virtually impossible.

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In both the Army and the Navy, the organization is too vast. Even in the field, the armies are so big that the top leader at best can exert his personality, character, and influence upon only a few officers and men closely associated with him. Most high naval leaders must exercise their command at a great distance from their men. They are able to impress their character and intellect upon their distant subordinates chiefly by good planning and superior logistics.

The smaller the organization, the more thoroughly may a leader indoctrinate his organization with the spirit of his conduct and opinion. For example, an area commander can transmit his personality and leadership principally to his task-force commanders and his staff. The task-force commander, in turn, can impress upon only his captains and a few of his senior officers the qualities of his leadership.

So much for leadership in the larger field—in its global aspects. Leadership as we examine it in this book will consider the lower echelons of command. Leadership among all ranks of officers is a very personal thing. For this reason, the personality of the naval leader is of the utmost importance. Unfortunately, personalities vary all the way from magnetic down the scale to repellent. Some men have naturally winning personalities, which draw others to them as if by magnetic attraction. If your personality is not so winning, you can struggle with it and try to change it. Sometimes, you will succeed. More often, you are apt so to confuse yourself that you will end up not knowing *what* you are. If you do not have a magnetic personality, there is not much use in trying to create a synthetic one. Perhaps the best thing to do is to accept your personality as it is, as an

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inherent part of you, and work with it on that basis, adopting a calm, impersonal, official manner, meeting all your associates, as far as possible, with the same impartial and somewhat judicial attitude.

Nearly every book on leadership somewhere enumerates the sixteen attributes of a great leader. For that reason, they will not be listed here, but a few will be briefly considered.

Simplicity. Try to cultivate a proper humbleness and unaffectedness of spirit. It is futile, often disastrous, to burden yourself and confuse your subordinates by complexity, abstruseness, or subtlety. In all your dealings with your men, be direct and unpretentious. Friendliness is one of the great levers of leadership. You should not, however, permit any lowering of discipline or in any way destroy the officer-man relationship required by military life. However, the necessity for military discipline does not prohibit the making of friends with your men, within the bounds of discipline. Any experienced officer in the Navy will tell you that many of the best friends he has in the world are numbered among the enlisted men who have worked for and with him.

Self-control. No man can aspire to lead and govern other men until he has first learned to govern himself. If you have a temper, you will be wise to acquire a complete control of it, loosing it upon the men under your command only when temper will serve the ends of military discipline. The naval leader must practice self-control and cultivate the virtues of calmness, restraint, and reserve.

A case in point is that of the Captain of a destroyer who was bringing his ship in for a landing alongside another destroyer nested at a buoy in San Diego Harbor. It was a

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difficult landing, with a cross current and none too much maneuvering room between the buoy and the beach. Apparently the Captain was uneasy about the landing, for he spoke sharply to the striker on the engine-room telegraphs as the ship came around the stern of the destroyer in the nest.

"I believe we're coming in a bit fast," the Officer of the Deck advised him, as he was supposed to do.

"Damn it all, Mr. Bradley," the Captain snapped. "I'm making this landing. You got to bring 'em in fast, when you're in a box like this." And he continued, shouting sulphurously, his opinion of the authorities responsible for laying the moorings.

As a result, he did not slow when he should have. Noticing his speed a moment later, he shouted at the engine-room telegraphs, "All engines ahead one-third."

"Ahead one-third, sir?" the lad on watch questioned him.

The Captain confirmed his order, loudly and angrily. He was so upset himself by now that when he intended to back, he ordered, "All engines ahead two-thirds."

"Ahead two-thirds, sir?" the striker asked anxiously.

"No, no," the Captain screamed, still intending to back. "Ahead full, you idiot!"

The striker rang up full speed ahead. The destroyer leaped past the ship to which it was supposed to moor. Fortunately, the ship was well clear, and the chief quartermaster at the wheel was an old destroyer man who did not fluster easily. By the time the Executive Officer stepped in and corrected the order to the engines, the destroyer had narrowly averted collision with a cruiser coming up the

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channel, and the nerves of everyone on the bridge were jumpy.

The officer who loses his head in an emergency, who rants and raves and shouts all over the place, frequently creates an additional emergency and complicates the original one. The results add up only to confusion. Loss of self-control is indicative solely of an officer's inability to retain mastery of his own temper and emotions and of his unfitness to have control of, and to exercise leadership over, other men.

Tact. Tact is the lubricant which makes possible the smooth running of the machine of human relationship. Tact has been said to be the nice discernment of what (and when) to do or say. It enables an officer to operate in difficult situations without loss of good will and to conduct his affairs without giving unintentional offense to others.

An illustration comes to mind. A young junior-grade lieutenant had just reported aboard a ship in which the Captain had the reputation of being something of a sun-downer. For several days, he listened attentively to the conversation among the officers at the Wardroom dinner table. Finally, he sent in word to the Captain by his orderly that he would like to discuss with him personal matters of some importance.

The Captain admitted him, expecting to have to use his experience and wisdom in guiding a young man who was in difficulty. Much to his surprise, the young officer delivered himself as follows: "Captain, I have been listening to what your officers have to say about you for several days, and I have been sizing you up at every opportunity offered, and

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I have decided that they are wrong. You are not an old S.O.B. at all."

The Captain's expression must have impressed the young man, because he went on, "Oh, but don't let it concern you, sir. I am going to take care of everything. I am going to sell you to your officers. There's no further need to worry. I am going to see that they know you as you really are."

The Captain's response to this unsolicited interest in his welfare cannot be quoted. The lad meant well, but he had exhibited a knack of talking out of turn, of offering unsought advice and assistance without knowledge whereof he spoke. The lesson is obvious. If you have something to say, pick your time, place, and attendant circumstances, and, above all, think before you speak. Be sure that you are right; don't rush in with ill-considered advice and unwanted comment.

Honor. The naval profession is an ancient and honorable one. As a new officer, you will find that your commission and your uniform will gain you an entree into this group. When you join your first ship, your brother officers will welcome you as a shipmate and messmate. Thereafter, how well you get along depends on you—upon your character and personality, your ability and courage. Your commission has made you an officer, but you must earn the friendship and esteem of your fellows, and you must fully deserve the confidence, respect, and admiration of your men.

All these considerations must be fairly obvious even to the newest officer in a ship. What you want to know is the way to go about becoming a naval officer whom your fellows will esteem. This depends in some measure upon your per-

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sonality, but to a greater degree upon your character. There is a very healthy competition among naval officers, a competition for recognition as an able officer and for the respect of their brother officers. Whether you strive for it or not, there is one thing you will acquire, a *service reputation*. Be sure that yours is good. To accomplish this requires energy, intelligence, and courage—not only courage in battle, but also the courage to do your everyday tasks and to do them well.

In one of the battleships, a young ensign reported aboard for his first sea duty. Everything was in his favor. He was presentable, possessed a magnetic personality, stood high in his class. On the other side of the ledger, he was fundamentally inclined to be a bit lazy (which was not a fatal defect), and he was completely selfish and unscrupulous.

He began his career by contributing much to ship's athletics and finding many clever ways to avoid standing his watches. If interdivision boxing matches or boat races were arranged, winning was the thing. He considered it smart to cut the corners of eligibility, to run in "ringers." In the more official duties, he devised ingenious plans for getting their good men away from other divisions. He worked his personality on his senior officers to try to obtain the assignments for which all the junior officers were striving. He combined a flattering obsequiousness to his seniors with a ruthless disregard for his contemporaries and juniors. His associates came to know him as an individual who could not be trusted as far as you could throw the battleship by its anchor chain. To this day, his service reputation suffers, because he has always depended upon personality instead

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of the more solid and worth-while virtues of character. He failed to honor himself by honoring others.

If you fail where others succeed, it is likely to be your own fault. For those to whom a task assigned is a job well done, the rewards are many.

Honor and fame from no conditions rise;
Act well your part—'tis there all honor lies.

Duty. The only acceptable standard in the Navy is performance of duty to the *limit* of one's ability. Not all officers can achieve perfection, but perfection is the goal for which all must strive. Early in your service as a naval officer, you must learn to accept responsibility—you must go even further—you must go out to seek responsibility. With experience, your capacity for accepting responsibility will increase. If at first your duties are minor and your tasks unimportant, do not become impatient. There is much for you to learn, and yet the time in which to learn it is terribly short. Therefore, do not be afraid of work. Look for things to do. Do not count as wasted the time spent on any small task from which you can learn something of value.

Exercise your initiative. Do not expect to be told how to do each little task. In the Navy, you can expect to be told *what* to do, but not *how* to do it. In other words, you will be receiving orders, not commands.

A case in point occurred some years ago. A new ensign was assigned as Fourth Junior Officer in the communication division of a cruiser. His principal duties were to inspect the bags of the men of one section and to hold daily school in Morse code—not a difficult or very important assignment.

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One of his classmates, similarly assigned, spent most of his time in his bunk.

But the young officer was energetic and ambitious. He worked with his section leader, a radioman first class, on the bags. Men were rewarded for a perfect bag inspection by being excused from subsequent inspections. He dramatized the schoolwork by having the men draft and send messages to each other. He introduced competition by assigning marks and posting them once a week.

At Admiral's Inspection, the bags of his section shone in comparison to all the others on the ship. His division officer began to notice how much more rapidly the strikers were learning to qualify for instruction watches. Soon, the older officers were saying nice things about the new ensign. The Gunnery Officer was looking about for a smart young lad to put in training for Turret Officer, a billet much sought after by the younger officers. He picked the young ensign who had acquired the knack of "brightening the corner where you are."

Do the small things well, but try not to become immersed in a mass of trivial detail. Keep your mind open for the bigger things. You will be advised not to worry too much about the grand strategy of the war. You will only lose sleep, if you do, without accomplishing any useful purpose. Concentrate on your own problems, *and do not worry*.

If your tasks come off badly, you are probably not exercising your full intelligence or putting forth your best efforts. Do not be concerned if the intellects of other officers seem brighter than yours. Brilliance is helpful, but it is not a necessity. If you are a man of ordinary intelligence, hew

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to the line you have laid down for yourself. Concentrate on the attainment of your individual objectives. Do not allow yourself to be distracted or your efforts to be dispersed. Evaluate your task, work hard and cogently, proceed directly along your course, and you cannot help achieving your goal.

Of the utmost importance, do not set yourself up above your fellows. Avoid foolish conceit. When an officer concludes that he is above and beyond his fellow officers, it is exceedingly difficult for him to keep this opinion to himself. It is necessary to have confidence in yourself, but there is a wide gap between the proper self-confidence in an able officer and the self-pride of a fool. You should make an accurate estimate of yourself and your abilities. Cultivate a disciplined ambition, the skill and the crafts of a naval officer, a reasoned intelligence, and daring without rashness. Thus may you win through to that fine service reputation for which you strive, but which you can acquire only if you truly earn it.

Loyalty. The complete loyalty of every subordinate is a vital necessity to success in military operations. But the unswerving loyalty of your subordinates is not something that you acquire by receiving a sheet of parchment or by clothing yourself in a handsomely tailored naval uniform. Loyalty upward cannot be demanded; it must be earned.

Loyalty is a two-way street—to be expected upward, it must be freely given downward. The Navy does not want blind unreasoning loyalty. Rather, what is desired is a reasoned and intelligent execution of orders. No sensible officer expects an American bluejacket “to do or die, with-

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out the reason why." Every commander worthy of his ship will welcome advice and suggestion, but after a senior's decision has been made, the time for discussion is past. It must be a matter of honor with you to fulfill your Commander's orders and, in his absence, to execute his wishes as you know he would want them carried out.

In one of the destroyers there served a junior-grade lieutenant named Jones, who was a great one to "gripe," to exercise the "sailor's age-old right to growl." To hear him expound, the Skipper was a tyrant and the Exec a mean and nasty person, with the soul of a worm and the brain of a gnat. He did not really intend any harm. He just liked to gripe at the things which annoyed him—and those things were legion.

Within a month after Jones had reported aboard, the Captain began to notice a change in his crew. Where they had greeted him cheerfully in the morning, they were sometimes surly. Where they had worked energetically and willingly for long hours, they now grouched and complained. Finally, he called the Executive Officer into his cabin.

"Say, Bill, have you observed any unusual change in the crew?" the Captain asked.

The Exec thought a moment. "Well, sir, now that you mention it, they seem to grouse and growl a bit more than usual."

"What do you think of Mr. Jones?" the Captain continued. "I hear him screaming about things in the Wardroom and over at the Club quite a bit."

"Oh, Jones is all right, I think. Not seasoned to destroyers

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yet, sir. Seems to resent any order you give him and gripes considerable, but I believe he'll come out all right."

Mr. Jones was astonished when the Captain called him in and accused him of disloyalty. Inwardly, he considered himself the soul of loyalty to the Captain and the ship, for he really liked the Captain and thought he was a good Skipper and an able officer. But by word, deed, gesture, and facial expression, he had been almost constantly exhibiting disloyalty. The effect on the crew was very nearly instantaneous, and might well have been disastrous if he had not taken the Captain's talk to heart and changed his ways.

If you hope to win the loyalty of your men, you must deserve it by giving loyalty upward. Never let them hear you criticize your seniors. In little matters and in the big, important ones take pains to let your men know that you honor the orders and policies of your commander.

Make sure that you are just as loyal to your men. Show them in many different ways that their welfare is your concern, that you are always looking for ways to better their condition. Acquire a genuine interest in their welfare. Is their food good? Are their living conditions satisfactory? Are they getting as much liberty and recreation as other men on the ship and as the men on other ships of your force?

A young engineering division officer learned that two of his men were in jail in Los Angeles for disturbing the peace. He made a special trip from Long Beach to Los Angeles, sought them out in the county jail, arranged bail, and provided a lawyer when their case came up two weeks later in court. The men probably did not get off a bit easier than

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if he had stayed aboard ship, but he had two very loyal supporters in his division all during the rest of his service aboard that ship. If you look out for your men, you will find that they in turn will look out for you, that they will give you a loyalty that you could never hope to command.

As you will avoid conceit, so must you refrain from idle and thoughtless criticism of your seniors. Careless comments on the orders and decisions of your commander will give the impression that you are in fact disloyal. If you find yourself quarreling with the decision of your senior, keep it to yourself. Once you learn the knack, it is easy to say something nice about your associates. Whatever you do, avoid the reputation of being a Wardroom grouser. Cooped up together as men are in a small space aboard ship, naturally many little things irritate them. But remember this—whatever the issues at hand, you can be wrong. Let these be your precepts. Give loyalty upward. Earn the loyalty of your men. And let no person have reason to doubt *your* loyalty.

CHARACTER

It is a common human trait to desire popularity. Everyone would like to have a winning personality, to be welcomed wherever he goes with warm affection and esteem. But unfortunately, by the very fact that you are an officer, frequently you must deny to your subordinates their fondest desires. Some officers attempt to take a short cut to popularity by giving to everyone everything he wishes. Such an officer is inevitably a very weak character, and one few men can admire. Other officers seem to take an unholy delight

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in saying no and thereby destroy the morale of their organization. Somewhere between these extremes lies the middle road all should follow.

When time is available, you will be wise to temper your no with an explanation of your reasons. This should be done firmly, to avoid opening the way to useless discussion and argument. State your reasons calmly and judicially; then give your decision. With experience, you may become so expert at presenting your unpleasant decisions that rarely will one of your subordinates leave your presence angry or unhappy. Be sure that your reasons are based upon consideration of the case in hand, not upon the state of your liver or upon some previous incident which has irritated you. Thus with experience you can learn to say no with reason and justice proper to the time and place.

Of all the tools of good leadership, perhaps the most potent is the power of example. As you learn to set a proper example for your men, so you promote good discipline in the organization. Nothing is more destructive of good discipline than the attitude of an officer who, by every word and deed, says to his subordinates, "Don't do as I do. Do as I say."

Leadership by example sets a proper standard for good discipline and encourages cheerful cooperation and compliance with orders. Leadership by driving, by fear of punishment (not hope of reward) is bad discipline. This is not the sort encouraged in the Navy. The American bluejacket is the same American boy that you were when you were younger. He expects good treatment and fair play. Beyond a certain point, he cannot be driven. So you must be chary of threats.

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Lead; don't drive. Show your men the advantages of good behavior, and soft-pedal the fear of punishment and threat of retribution.

If you chew gum in uniform, you present a slack, slovenly appearance, which your men will copy. How can you expect your men to wear hats topside if you go bareheaded all the time, or to be in clean uniform and have a neat appearance if your socks have holes in them, your shoes are never shined, your linen is dirty, your hair is long, and your face unshaved? Can your men be expected to render snappy salutes and to present a military appearance if you are sloppy in your honors and drape your torso loosely over the life line? Can you expect your men to jump to your orders if you give them in a listless, halfhearted, uncertain tone?

If you expect your men to be brave in battle, you must indicate outwardly that you are unconcerned and confident. Everyone is afraid at times. That is no disgrace. Regardless of how frightened he may be, however, the leader must rise above fear and lead his men with an outward appearance of courage and fearlessness. It is not fear that is shameful; it is of succumbing to panic and not conquering fear that you will inevitably be ashamed. Particularly when the going is most difficult and the danger the greatest, must the officer, by example, set the standard of courage and calmness which will lead his group through the peril of panic and fear of disaster.

The most insignificant acts and omissions sometimes cause men to lose faith in their leaders. That is why the Articles for the Government of the Navy state that commanders "are required to show in themselves a good example of virtue,

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honor, patriotism, and subordination." To these, might well be added loyalty, behavior, rectitude, and courage, for, as the leaders act, as they inspire for themselves the confidence and esteem of their subordinates, so will the men follow.

Set a good example by leading your men in the tasks you give them. As well as you may, get to know their jobs and how to do them better than they do themselves. By your intelligence, accomplishment, character, and example, make them proud of you, proud to follow wherever you may lead.

In any well-run ship, there should be a maximum of efficiency and contentment and a minimum of punishment. Unfortunately, in any organization there are always some men who do not respond to the usual stimuli. Whatever the reason, be it background, a low order of intelligence, unhappy conditions at home, or downright viciousness, such men are not amenable to naval discipline. For the benefit of all, such men, when they offend, must be punished adequately, promptly, and justly. Some officers mistakenly conclude that a slack standard of discipline promotes efficiency. A smart, happy ship, with a clean, alert, and snappy crew, inevitably results from good leadership on the part of the officers and subordination and good discipline among the men.

If you are to get along well in the Navy, you must learn to conform. The Navy system is not perfect, but it has the advantage that it works. Perhaps you feel that you could suggest many improvements. All of us could. The Navy will improve, but do not expect to remake it overnight. The changes will undoubtedly be gradual. Until the system is remade nearer your heart's desire, it is a good plan to

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accept the Navy as you find it and to work for it on that basis. You will find very few geniuses in Navy blue. Rather, the Navy plans to have among its officers a high average of intelligence, devotion to duty, and skillful leadership.

Learn to accept responsibility. Learn decision, *and practice it*. There is no greater detriment to an organization than a vacillating officer, who cannot make up his mind. Get to know your men. Know the material with which you work. Know your own job better than any of your subordinates do. While you are learning, do not be afraid to ask questions of anyone, whatever his rank or rate, who can tell you what you want to know. Learn, also, the job of the next officer ahead of you. Detachments are frequent these days, and promotion is rapid. Be sure that you are ready when your turn comes. Whatever you do, *don't bluff*. Your men are very intelligent. They will know whether or not you know your job. If you don't know, admit it freely and frankly. But don't let another sun rise before you find out.

LEADERSHIP

A number of thoughts on leadership have been examined. But what is good leadership? Unfortunately, a definition is difficult to contrive. But this is known. You will be a good leader when your men look up to you with confidence in your leadership; when they are eager to know your wishes and to see them fulfilled; when they are unhappy at your censure and are eager to win your praise; when they are ready to jump at a word from you, whether they think you are right or wrong.

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Most important is the power of example. Before everything, you must *practice what you preach!* You must be what you want your men to be. In your person, in your every act and speech, you must be military, smart, and decisive. If you expect your men to work hard and effectively, you must be active, energetic, and enthusiastic—and *you must be cheerful!* Such example is contagious. By such example, you are practicing what you preach.

At the risk of redundancy, the importance of knowing your job must be stressed. Of course, you must know your own specialty; you must know your own bailiwick, inside and out; but, also, be a *seaman!* Know more about the ship and your part of the ship than any of your bluejackets. Ask yourself these questions—now:

Where are my fireplugs? How do I get into my magazines at anchor at night?

Could I veer the anchor chain, unassisted by the chief bos'nmate? Could I let go the anchor with only a seaman to help? Could I slip the buoy and go to sea if left senior officer on board? Could I get back again if I did? How do I connect up and heave in on the chain?

If an engineer, can I get the plant underway? What does the chief engineer do to get underway? Could I handle low steam pressure and tell inexperienced men what to do? Could I show them? If the boilers lost suction, what should I do?

Do I know my stuff?

Don't forget that your character is expressed by your every act. Your words, expressions, habitual gestures, and subtle actions are the book by which your character is read.

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Therefore, avoid careless criticism. *Any fool can criticize.* If the situation in your ship is bad, *do something* about it. Don't just sit and gripe and whine. Keep always in mind that "the character of a ship is set in the Wardroom." Whatever happens, however grim the circumstances, *keep cheerful.*

Here are three bits of advice, passed on from Admiral King. First of all, you may, and probably will, never have perfect conditions, complete equipment, plenty of men. *Do the best you can with what you have.*

Second, it is folly to look back on past mistakes and to brood over lost battles. Of course, you must study your previous engagements so that you may better prepare for the future, but *don't worry about the water that is under the bridge.* Rather, keep always in the front of your mind, *where do we go from here?*

Third, in the normal course of events, you can expect to do many difficult, impossible, and dangerous things. *The difficult is something that it is your business to overcome.*

There is never any excuse for slovenly, careless performance of duty. Know your job! And be on the job! Carry out your orders. *Be a leader!* And practice what you preach! Earn the confidence and pride of your men, and they will follow you willingly, cheerfully, and eagerly, through the hell of war and the din of battle to the pleasant pursuits of peace.

Chapter II

The American Bluejacket Today

MAHAN has said, "Good men with poor ships are better than poor men with good ships." It is your job to make our bluejackets good men in good ships. One of your first tasks in preparing yourself to handle American bluejackets is to discover just who and what they are.

Who are the American bluejackets? They are young Americans who feel, quite properly, that they are just as good as you or I. When they entered the Navy, most of them were American boys who had been brought up in much the same way as any one of us. They played pool in the corner pool hall; they worked summers on neighboring farms for spending money for high school in the fall; they drank cokes and ice-cream sodas and played the juke box at the corner drugstore; they took their girls to the movies at the Capitol Theater, just as you and I used to do. In peacetime, they were young high-school graduates and not infrequently had a couple of years in college behind them.

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A restlessness and a desire to see something of the world and to find, perhaps, a desirable career took them into the Navy.

Frequently, the waiting lists were so long and the quality of the applicants so high that they had to wait their turn to enter the Navy, sometimes months. The bluejacket in peacetime possessed an exceedingly high average of intelligence. These are the men whom today you find filling the higher enlisted ratings and who hold temporary appointments as warrant officers, ensigns, lieutenants (junior grade), and even higher ranks.

In wartime, naturally, this high average of education and intelligence has not been maintained. Even before the Navy instituted Selective Service, the demands of recruiting consumed all the waiting lists, and, accordingly, the average education of the recruit decreased, until now it is somewhere around the sixth- or seventh-grade level.

This is an important point for your consideration, because the new recruits, whom you are now receiving aboard ship, do not have the educational background to which the Navy became accustomed in peacetime and are accordingly more difficult to educate and train in Navy ways. However, the mere fact that the recruits have not completed so much training as formerly does not limit them in intelligence. The average General Classification Test mark of the recruits has naturally decreased considerably since the beginning of the war, but, to a large degree, the G.C.T. is a mark in education, not altogether in intelligence. It is your job to find the intelligent ones and assign them to important billets where they are needed. The present American bluejacket is just as ambitious as any of former days. He is eager

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to get ahead and to do the right thing; in other words, he wants to be a success in the Navy.

But you cannot expect the American bluejacket (who is only the American boy grown up) to do things in a blind, unreasoning fashion. Not only must he be told what to do, but also he must be told the reason why. Sometimes it is not possible to do this, owing to security reasons or the pressure of events, but, if you do it when you can, you will find that the American bluejacket will do a superior job for you.

THREE TYPES OF BLUEJACKETS

A complete classification of the various types of bluejackets might well run into many pages. But with respect to his attitude toward the Navy, the bluejacket can be divided into several very general types.

First of all is the young American who looks upon the Navy as a lifework and a career. There are many of these among the peacetime voluntarily enlisted men. They are now the excellent chief and first-class petty officers, the experienced nucleus, upon which depends completely the building of our expanded wartime Navy. Among the many recruits received in the fleet at present, only a few are included in this type.

These men have many variants of personality, but common to them all is a sincere interest in the Navy and a real liking for the naval service and the ships in which they serve. You can spot this sort of man by his devotion to duty; hard work; long hours at his job, if need be; and a positive ambition to get ahead in the service. He will be found reading

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instruction pamphlets and rating courses instead of wild-west stories.

You should make a very definite effort to identify these men, because they are the ones upon whom you will be able to depend. They will furnish an excellent source for the dependable, serious-minded, effective petty officers that you will require.

Another classification is the reservist, who looks upon his naval service as only a necessary and considerably inconvenient interruption of his civilian existence. Such an individual may react in two ways. He may be resentful, antagonistic, undisciplined, and passively resistant to authority. He is often patriotic, but the war is a nuisance and the Navy a trial which he must suffer through in order to return home to his farm, factory, or corner grocery store. Sometimes this individual can be convinced of the error of his attitude and of his ways by reason or by the force of punishment. More often than not, he will remain a passive figure, neither positive nor negative, unless he can be shown that real effort is to his advantage.

Other men in this category, either old or young, frequently react in a manner beneficial to the service. Although not at all interested in the Navy as a career, this sort of man nevertheless has pride and ambition and wishes to do as well for himself and the service as may be possible, while he serves. This man may be reached through an appeal to his pride and his desire to get ahead. Properly handled, such a man makes excellent petty-officer material for your division.

The third classification is the most unfortunate of all—the youngster who came into the Navy looking for danger

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and excitement and finds himself scrubbing clothes and paintwork, scraping rust spots, and making liberty on uninteresting coconut islands. The Navy induction officer probably forgot to warn him that "war is 1 per cent excitement, 99 per cent boredom." And so this boy is soon tired of the monotony of it all and, if young, is frequently so afflicted by homesickness as to operate at only a small fraction of his capacity.

This is the type of man who will cause you the most trouble. He tries to promote excitement by fighting in the division, drinking rot-gut liquor ashore and quarreling with the patrol, insulting officers and refusing duty to petty officers over him, staying over leave and jumping ship, appearing frequently at Mast and before courts-martial, and breaking arrest when punished. The best place for him is in the landing craft and at forward area bases, where action is frequent and the duty dangerous. Usually, he reacts favorably to these twin stimuli.

But, unfortunately, danger and excitement cannot always be provided for such men. Sometimes they are amenable to reason or to punishment. You should try to convince men of this type that their interest lies in good conduct, proficient performance of duty, and advancement in rating. Not infrequently, these youngsters, with experience, turn out to be very good men.

As an officer and a leader, the challenge to you is to know your men. If by interview and observation you can classify a man as outlined above, you are on your way to a solution of him as a problem. But do not be surprised if he defies classification or shifts from one type to another, for blue-

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jackets are as individual as anyone else. How often in handling men you will find a man to be peculiarly himself, which is another way of saying that every human being is an individual problem!

REACTION TO DISCIPLINE

Many present-day bluejackets come from relatively undisciplined civilian backgrounds. Try to recall the immediate prewar years, with their youth movements, pacifistic organizations, unbridled license, and extrovert freedom. Remember the grim and serious warnings and head shakings about "modern youth."

The fears were unfounded and unrealistic, for the best experience conclusively demonstrates that the young American men of today make good sailors, and this though discipline is foreign to their civilian experience. The brief period of recruit training described in Chap. III does not give them so good an indoctrination to naval discipline as officers learned to expect in peacetime. Despite this handicap, it is relatively easy to teach the men to respond to discipline after a brief seasoning aboard ship. This is particularly true in combat areas, where they soon learn that they must subordinate themselves to the common aim, or endanger their ship, their shipmates, and their own lives. In the safer shore billets and inactive rear-guard ships, the discipline problem is more difficult of solution.

It has been the author's experience in this war that the vast majority of bluejackets respond well to discipline and expect leadership, orders, and direction. It is when they

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do not receive the proper direction that they fail, because they have been trained to follow expert leaders. If discipline is lax or fumbling or inadequate, enlisted men soon learn to take advantage. What they really want, and have a right to expect, is expert guidance and firm supervision, executed with wisdom and understanding.

Most of the young officers who fail fall down here. They are uneasy and uncertain as to how their orders will be received when they should confidently feel certain that the men under them expect them to take charge and issue the proper orders. They desire direction; they want to respect authority.

As an example, a new reserve officer was sent ashore at an island base in charge of a working party of 20 men detailed to the task of improving recreation facilities. Toward the middle of the morning, he counted his men. Only 12 were on hand. Walking down the beach, he found the missing eight swimming and drinking beer that they were not supposed to have until dinner. He became so irritated that he told them very sharply, "Get out of that water and get dressed."

It was the first order he had ever issued in his life. The bos'nmate so far had run all the details of the working party. Much to his surprise, the men scrambled out of the surf and hurriedly dressed.

"Fall in!" he ordered firmly, and, when one man was slow, "Bear a hand, sailor."

He formed them in two ranks and marched them up to the beach to the scene of their work, where he ordered the others to fall in. He then made them an impassioned speech

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on the benefits the work would contribute to all hands and the self-respect engendered by really earning a day's pay. When he shoved off that afternoon, the Senior Officer in Charge told him that his working party had done more work that day than any other detail he had ever had assigned to the Recreation Center.

The men had tested him out and discovered that they could not take advantage of him. And the young officer had learned a valuable lesson in handling men.

BLUEJACKETS AND GOLD BRAID

Frequently, new officers are unduly concerned as to what enlisted men will think about them. Do they resent them? Are they unhappy to be in the lower echelons of the naval service?

In answering such questions, it is dangerous to generalize. Some men react favorably to discipline, some unfavorably. Some men resent officers and their authority over them. Military discipline and authority are foreign to our democratic American institutions, but by far the vast majority of men accept officers, their authority, and their greater privileges as all part of the game. They realize that "to be generals, there's got to be privates." They seem to appreciate that with increased rank come a heavy burden of responsibility and correspondingly greater privileges. This acceptance is fundamental. Whether men resent an officer or not depends upon the individual, his personality and character, his ability and attainments. If an officer is recog-

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nized as able, energetic, and possessed of an understanding heart, he is most likely to be accepted as a fine boss.

What the bluejacket resents and dislikes in an officer is the incompetent, the unreasonably irascible, the hollow bluff. That is why it is important to know your job. An enlisted man does not lose respect for an officer who does not know and frankly admits it, but he soon acquires contempt for the officer who tries to bluff through his ignorance and is found out, particularly if this happens more than once. But don't think that a bluejacket will respect an officer who continues to be ignorant with respect to his duties. Your juniors and seniors are inclined to give you the benefit of the doubt while you are learning a new job, but they also expect you to get in and dig until you do know all about your duties. Remember, the proper relationship between an officer and a man is built upon mutual respect based upon the ability, kindness, understanding, and character of the individuals concerned.

Many young officers wonder whether enlisted men distinguish between regular and reserve officers. If they do, the distinction is based on the merits of the individual officer. The midshipmen at the Naval Academy are frequently warned that they must expect keen competition from the young reserve officers in the fleet, because experience has demonstrated that many of them are the equal or peer of their Naval Academy contemporaries. The Academy graduate commences his commissioned service with a slight advantage, because he is better trained for the job. For this reason, he initially commands the respect of his men. But the young reservists soon find their places. They are intelli-

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gent, work hard, and learn their duties. The bluejacket is a keen critic. He soon comes to know the intrinsic worth of the various officers placed over him. The fundamental truth is this—*it is the man behind the gold braid who counts.*

Your present-day bluejacket is not a complex character, but the stresses and strains of naval discipline and unnatural shipboard life frequently induce in him strange characteristics. He is the same as you would be had you taken another path to the naval service. He resents the same injustices, hates the same oppressions, knows the same fears, possesses the same ambitions, and, in general, responds to the same stimuli. He is a cross section of the country which produced him. Here, then, is your raw material—young American men—make of them what you will!

Yours is the task to cultivate in them, by whatever means you may contrive, the proper military attributes. It should be your desire to develop in them a seamanlike and military spirit, so that everything that they do is accomplished in a smart and snappy fashion. You should also train them to have a proper sense of duty and honor, so that when they are given important tasks or assigned battery, lookout, and other war watches, they will appreciate their importance and devote their full attention and intelligence to them. You should educate your men thoroughly in naval customs, so that they will automatically maintain a careful observance of naval etiquette. Your ultimate aim is to develop them into well-rounded men-of-war men, thoroughly acclimated to life aboard ship and well trained and indoctrinated for the verities of battle.

Chapter III

The Training and Education of the American Bluejacket

TRAINING your men is among the most important duties that you will have to perform. One of the first things you need to know as a basis for proper training is what to expect of the recruit you will receive in your division. With the vast number of men inducted into the service these days, you cannot expect the product of recruit training to be nearly so well prepared for life aboard ship as was his counterpart in peacetime. Owing to the exigencies of the service, the length of recruit training since the war began has varied anywhere from 3 to 8 weeks. In the immediate future, because of the large number of recruits to be processed, you cannot expect your new men to have had much more than 4 weeks of recruit training.

What can you expect from the training-school graduate with this small amount of training? Perhaps your new men will know the manual at arms and squads right and left, but do not expect them to be very proficient at them. If they

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have had sufficient close-order drill to absorb the elements of military discipline and subordination, you are fortunate. The graduates of some training stations will have had a bit of boat training under oars, and seamanship. The latter does not ordinarily include any of the deck seamanship which a man needs to know aboard ship.

Maybe your new seaman will have been presented a smattering of naval customs, traditions, procedure, and etiquette. If so, you can feel sure that he is going to need a great deal of supplementary instruction in these subjects. Frequently, the drafts of new men received will not even have drawn all their uniforms and equipment at the training station.

This gives a very rough estimate as to the amount of training and education the *average* recruit will have received upon transfer from the training station as a seaman second class. At this point in his service, the more adaptable and intelligent seaman is selected for further training in a Class A service school, while the others are transferred to coastal receiving stations to await (sometimes for long months) transportation to ships of the fleet.

THE NAVY SCHOOL SYSTEM

Class A schools are elementary trade schools of the Navy and are organized to train recruits in the specialized duties of certain petty-officer ratings. Among the Class A schools may be mentioned Electrical and Ordnance, Communications and Clerical, Engineroom and Artificer, Aviation, and Miscellaneous Schools, which train for such ratings as electrician's mates, torpedoman's mates, radiomen, yeomen,

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machinist's mates, shipfitters, aviation metalsmiths, musicians, hospital corpsmen, and many other ratings.

During peacetime, the Navy depended to a large extent upon these schools for elementary training. In wartime, even with a tremendous expansion of school facilities, while these primary schools are important, a much larger percentage of training and education of enlisted men must be given aboard ship. This is necessitated because the service schools cannot supply all the personnel needed by the fleet and also because the men cannot be spared from the ships of the fleet to go to school. They must learn as they work and fight. That is why the shipboard education and training you will give is so very important.

A Warning. Do not expect too much from these Class A school graduates. They have much book learning, but they have little naval background, and there is no substitute for experience at sea. Formerly, the bureau rated third class many of the school graduates, but recently these men have come to sea as seamen and firemen, with letters after their rates to indicate their specialized training. It is the part of wisdom to assign these men to their specialties, and this is required by current instructions.

Class B schools are those designed to supplement the training of men afloat by giving selected men advanced instruction ashore, after they have had practical experience at sea. Among these schools may be mentioned Cooks and Bakers, Diesel Engine, Gyrocompass, Optical, Torpedo Schools, and many others.

Class C schools are those designed to give advanced training for particular specialties which are not normally taught

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aboard ship or which can be better taught ashore at an organized school. Examples of these are Advanced Fire Control, Advanced Torpedo, Advanced Aerographers, Aviation Pilot Training, Deep Sea Divers, and a host of others.

Both Class B and Class C school quotas should be reserved for assignment of specially deserving men. It is the important duty of officers selecting men for these schools from aboard ship to ensure that not only are excellent men chosen, but also that these men have the educational background, intelligence, and ambition to do well at these schools.

The subject of service schools is too extensive to be covered fully here. All officers may find information with regard to the schools and their curriculums in Instructions for Enlisted Training published periodically by the Bureau of Naval Personnel. This should be studied by every officer. Knowledge of service schools is important to an officer chiefly so that he may understand what his men have learned while at the various schools and so that he may know the requirements of Class B and Class C schools and thus be able to select only the best men for assignment to them.

EDUCATION AND TRAINING ABOARD SHIP

Your primary duty with respect to your men is to train and indoctrinate them so that they will possess the proper military attributes and thus will become good men-of-war men. This responsibility extends to all the men entrusted to your command, but it is with the new recruits that you will commence your training. If you get them off to a good start

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aboard ship, half the battle toward having a good division will be won. In most large ships and in many small ones, it is the policy of the Commanding Officer to place a draft of new men reporting aboard in a recruit division for 1 week or 10 days. This is an excellent practice. A competent recruit division officer, assisted by specially selected officers and petty officers from the various departments, can do much to help the men orient themselves to their new and strange life aboard ship.

Nearly every recruit who reports aboard ship is in a profound state of bewilderment. Perhaps you can recall your feeling of strangeness and the difficult period of adjustment during the first week aboard your first ship. Your difficulties as an officer were mild compared to the confusion which descends upon the new recruit when he is herded aboard a crowded man-of-war, often inadequately prepared, and is thrown into the maelstrom of military life. The tremendous importance of his first 10 days aboard ship to the new recruit and to the Navy cannot be exaggerated. If he is carefully and thoughtfully handled, if he is cogently and properly indoctrinated, if he is shown around the ship and instructed in the new life upon which he is embarking, if he is presented with the importance of subordinating himself to the aims of military discipline and the many advantages of proper conduct and obedience, the ship has accomplished a great step toward making him into a successful bluejacket.

In one battleship, the men of a new draft are assigned to the X Division. The X Division Officer is the Assistant to the Executive Officer. His first task, aided by several police petty officers, is to muster the draft and assign the men to

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temporary bunks or billet hooks. Since billets are scarce, they are usually scattered all over the ship. Bags and ditty bags are temporarily stowed adjacent to the bunks. These will be the men's living quarters for the next 10 days.

Traveling in the Navy these war days is not a pleasure for enlisted men. Transports and their facilities are overcrowded. Recruits frequently arrive aboard their new home dirty, unshaven and unshorn, with dirty bedding and a bag half-full of dirty clothes. The first task of the X Division Officer is to get these men cleaned up and their clothes and blankets scrubbed. The men must bathe and shave, get into clean clothing, and obtain regulation haircuts. Periods of 1 to 2 hours at the barbershop are assigned exclusively to the draft.

Next, bag inspection is held on the fo'c'sle. The condition of clothing and the individual need for clothing are checked. Clothing requisitions are filled out and signed on the spot. If the division is operating in the tropics, blue clothing is ignored, for blues already aboard provide the First Lieutenant with a serious problem of stowage. As soon as the bags have been stowed below, the men of the draft are marched to Small Stores, where a special issue is held for them. Then, clean from the skin out, with hair neatly cut and close shaved, the new members of the ship's company are ready to face the future with head up and chin out. So effective has this system proved that a draft has been received aboard on Thursday afternoon and commended by the Captain for appearance at personnel inspection on Saturday.

At the first opportunity, the draft is broken up into small

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groups and conducted throughout the ship by petty officers thoroughly familiar with the various parts of the ship. Lectures are arranged and school periods scheduled. The Chaplain gives the new men a talk on orientation aboard ship and explains to them the relationship between religion and the Navy. It is a great comfort to a deeply religious man to discover that he can usually attend a service conducted by a minister of his faith, either aboard his own ship or on another ship in the harbor. A gunnery department officer tells the men about the armament and its functioning. An engineer describes the engineering plant. A representative of the construction department lectures on seamanship and kindred subjects. A medical officer gives the men the benefit of his knowledge of personal and social hygiene. The X Division Officer instructs the men on leave, liberty, watch standing, security, censoring, and a variety of miscellaneous subjects.

Meanwhile, a personnel board is studying the records of the recruits, particularly their qualifications cards (BuPers Form 609), which are the result of expert tests, interviewing, and classification at the training station. School graduates are earmarked for billets in their specialties. This careful study and thoughtful assignment are very important to the man and to the ship. There are already too many square pegs in round holes in the service. A painstaking study of the cards and service records of the recruits and consideration of recommendations from the recruit division officer, based upon his interviews with the recruits, will bear much good fruit in the improved performance of duty of

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men properly assigned to jobs in which they can take an interest and at which they can excel.

When the week or 10 days in the X Division has ended, the new seaman or fireman is more than half acclimated. As he settles into his permanent bunk and stows his gear in his locker, he is much more nearly ready to report to his new division officer and to begin a new life. As division officer, your first contact with a draft comes when several of the new men are assigned to your division. Here, too, the first few days are very important to the man and to you as his division officer. Take a little care to see that your new men are well settled in their lockers and in their bunks, that they know what their job is, what the bells and bugles mean, where their battle station is, how and when to get there, where and how to get something to eat (have you ever considered the confusion of the recruit's first trip through the chow line in a large warship?), and even which head and washroom they are supposed to use.

A new recruit was recently brought to Mast by his division officer for twice failing to man his battle station promptly early in the morning. At the preliminary investigation, the Executive Officer asked, "Were you shown where your battle station was, Thomson?"

"Oh, yes, sir. A fellow took me up topside and pointed at one of the little guns and told me that was where I went when General Quarters blew."

"Why didn't you get there then?"

"Didn't know what the bugle call was, sir. Then I couldn't find the right gun at first, sir. Everybody was going the

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opposite direction from me. Took me 20 minutes to get there, that time."

"What happened the next time?"

"Well, sir, I got up early this morning, determined not to be late, 'cause Mr. Bradshaw had cussed me out. I went up topside and sat on a box and waited. Pretty soon, some sailors went running by. I asked one of 'em, 'Is that General Quarters, mate?' He said, 'Hell, no, it's chow call.' I ran over to get in chow line, but there wasn't any line. I asked another sailor on a quad, and he said, sure, it was G.Q. So then I ran to my station. I knew where it was, that time, but I was late again."

The Executive Officer excused the new seaman, but he had some very serious words of admonition for the division officer in his cabin afterward in regard to proper indoctrination of his new men.

A few days spent in properly settling a new man into your division, far from being time wasted, will bring you dividends in better performance of duty.

This is your time to study the records and qualifications cards of your new men. Although they have been assigned to your division by higher authority, mistakes can be and have been made. In the largest divisions aboard ship, the division officer has an opportunity to exercise proper placement. The small, highly educated, and intelligent seaman can be put in training for such jobs as computer, tracker, fire controlman, etc., while the husky lad with the third-grade education probably will do better on the business end of a loading machine or manhandling turret loading charges. The important point here is to get to know your men. Talk

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to them; ask them questions about themselves, about their past lives and their families, their education, and their hopes and ambitions. Find out what they are thinking about—what makes them run.

TEACHING YOUR MEN

The foregoing remarks have considered chiefly the new man aboard ship, but your problem as a naval leader encompasses not only all the men assigned to your division, but also every man with whom you come in contact in your routine duties. Yours is the responsibility for training these men so that they will become good bluejackets, who are well subordinated, well disciplined, and creditable to your division and to your ship.

To train your men, you must first of all be a teacher. Many people spend a lifetime studying and learning how to teach. You do not have that much time available, because you must begin to instruct and train your men on the day after you report aboard your first ship. Most of your instruction will be in the nature of lectures or talks to the men. These may be as simple as talking to half a dozen men in a third-deck compartment about how to mark their clothing or as complex as a lecture to 150 men on the quarterdeck concerning complicated and highly technical machinery, the like of which you have never before imagined in all your life. There are certain basic fundamentals in transmitting ideas from a teacher to a student. These are just as effective in the Navy as anywhere else in the world.

First of all, if you are going to instruct your men, talk,

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don't read. Most students can get more out of reading a book or training-course manual to themselves than they can from having someone else read it to them. There is nothing more deadly to the interest or harder to follow than an instructor reading from a book. It is much better to get the information into your head so thoroughly that you can talk it. And in talking it to your men, it is infinitely better if you do not have to use notes. This requires considerable effort on your part to absorb and digest the material you wish to discuss, but the time spent will be worth the results achieved, and so don't use notes unless the material is very detailed, full of facts and figures, or exceedingly hard for you to remember.

Try to work in examples from your own experience which illustrate the subject matter under discussion. Remember that brevity is extremely important in an instructive lecture or talk. If your lecture is long, break it up into a number of units and provide a question period after each unit.

Remember the Chinese proverb, "A picture is worth a thousand words." The Chinese must have contemplated a good picture. Such pictures are available in the Navy training films which the Navy has prepared for your use. And there is also the necessary talk to go with them. See the Training Officer to discover what training films are available in your ship and in the issuing office in your area. Always preview any training film which you are going to use to be sure that it contributes to the specific training which you have in progress. Before screening the film, tell the men what it is and what it is supposed to teach. Warn them that this is a training film and not an amusement

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movie. Afterward, clear up any doubtful points you may have observed and answer any questions your men may wish to ask. To be effective, training films must be properly employed. In this connection, consult the BuPers training manual entitled *Instructions for Using Educational Motion Pictures and Film Strips*, 1942, and the current edition of the *Catalog of United States Navy Training Films*.

After your talk and after you have shown the training film on the subject, demonstration of the machine or technique under discussion is an excellent means for furthering the instruction you are giving. Show the men how to operate or repair the machine or how to perform the operation you want them to remember. After you have conducted this demonstration, give them, if at all possible, practical work in the use of the machine or the technique.

If you follow these suggestions in your instruction periods, you will enjoy all the known processes of learning—you will use the ear to hear the words you have spoken; the eyes to see the proper operation in the training film and in the demonstration; the hands and the mind, the reasoning process, in the practical work. After the instruction or drill period, if you sum up all the points which you tried to put across, you will fix them in the minds of your men and thus clinch the lessons learned.

All worth-while men would like to advance themselves, to improve their situation and station in life. This normal American ambition constitutes one of the great levers of leadership, which can be used skillfully to perfect your organization. You should show a keen interest, by encouraging the good men to study and advance themselves, and you

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should exercise corrective leadership upon your less effective men to try to point out to them the advantages of good behavior and hard, effective work and study in earning promotion.

SELECTING YOUR PETTY OFFICERS

One of the most important functions which a division officer exercises is the selection of his petty officers. In considering your men for advancement, it is not enough that they have the required time in rating and the proper marks in proficiency and conduct and that they have completed the necessary training courses and practical factors. Your petty officers must also have excellent military characters.

Therefore, always select your petty officers on merit. Try not to let your personal likes and dislikes enter into your recommendations for advancement. If you promote an incapable lad who yet has a likable personality and good service manners, you may inflict just as serious harm upon the service as if you hold back a thoroughly capable man who has characteristics and mannerisms which grate upon your sensibilities. Don't select your coxswains, gunner's mates, torpedomen, machinist mates, and other third-class petty officers only because they exhibit a marked ability to scrub paintwork and shine brightwork. Before you advance a seaman or fireman, try to give him a job, such as leading compartment cleaner, where you can observe whether or not he exercises the qualities of leadership necessary in a petty officer.

Your nonrated men must look up to their petty officers, and, correspondingly, the petty officers must possess to a

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high degree the military characteristics of a leader. Any experienced officer will tell you that in peacetime the petty officers are the backbone of the Navy. It is vitally important that the petty officers of a wartime Navy should conform to a similar high standard. For these reasons, in your selection of petty officers, *try always to be wise.*

REQUIREMENTS FOR ADVANCEMENT

Certain general requirements for advancement in rating must be fulfilled. The detailed requirements are too voluminous and change too frequently to be given here. They may be found in the BuPers Manual, Part D, and in the bi-monthly issues of the Navy Department Bulletin. Officers should keep themselves thoroughly familiar with these sources.

There are, also, seven basic requirements for the advancement of any man. These are briefly stated here and should be checked before each man is recommended:

First, is there authority to advance the man?

Authority is granted by vacancies in the ship's complement assigned by the bureau in the particular rating under consideration. At present, owing to the great expansion of the Navy, there are many "open rates," *i.e.*, rates to which men may be advanced whether or not there is a vacancy aboard ship. These are listed in the currently effective BuPers Circular Letter. Some ships and stations maintain a policy of limiting promotions to vacancies in the complement. This is shortsighted, although locally advantageous, because the good of the service at large requires that men be

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advanced to petty-officer ratings as soon as they are qualified.

Second, has he served sufficient time in his present rating and in the service?

The Manual gives the basic service requirements, but these are frequently modified by BuPers Circular Letters, and commanding officers are authorized further to reduce these requirements in the cases of specially deserving men.

Third, has he completed the practical factors of the rating to which he is to be recommended?

These practical factors are listed under each rating in the Manual, Part D. Aboard ship, the division officer should satisfy himself that each man can actually do the work of the rate for which he is striking and ensure that his practical-factors qualification is noted on his service record. It is folly to recommend a man for a rate at which he cannot function effectively.

Fourth, has he the required marks in proficiency in rating and conduct?

These marks are assigned every 6 months. When the time comes to give your men their periodic marks in proficiency in rating, mechanical ability, ability as a leader of men, etc., give this duty your careful attention and consideration. These marks are extremely important to the men. If the average of their marks is too low, you cannot recommend them for advancement, no matter how much you may want to do so at a later date. However, you must avoid the temptation to mark a man higher than he deserves. Many times, division officers bring their petty officers to Mast, wanting to reduce them in rating for incompetency,

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and find themselves faced with excellent marks in the men's service records, which the officers themselves had assigned. The final criterion is to mark all your men fairly, giving due consideration to the future effect of their marks upon advancement in rating. The mark in conduct is assigned by the Executive Officer, based upon the individual's record of conduct during the half year under consideration.

Fifth, has he completed the required training courses?

It is your responsibility to see that he has taken and passed the proper general training course, such as A to N or the one for his advanced petty-officer status, and also to see that he has successfully completed the naval training course for the particular rating for which he is striking. Ensure that completion of these training courses is recorded in his service record. This is accomplished by making proper and timely reports on division training to the Executive Officer.

Sixth, can he pass the prescribed examination in general and technical subjects?

The requirements are briefed under each rating in the BuPers Manual. If your man has successfully and conscientiously completed his training courses, he should have no difficulty with the examination.

Seventh, if being recommended for a petty-officer rating, is he petty-officer material?

This has been discussed under Selecting Your Petty Officers. This is your most serious responsibility. It can be properly executed only if you have carefully observed your man and really know him. Young officers make more mistakes here than in any other duty which they perform as

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division officers. Your petty officers must have the proper military character and the necessary qualities of leadership.

If your man passes muster on all these basic requirements, recommend him for advancement in rating to the Executive Officer at the proper time. The Executive Officer will then order the examinations and set the date, time, and place for conducting them.

SCHOOL

When circumstances permit, most well-managed ships set aside two or three 1-hour periods a week as school periods. Division officers, at these times, should instruct the men of their divisions in divisional duties, seamanship, customs of the service, and a dozen other subjects which will occur to them. During these periods, also, the men will have an opportunity to ask questions on their training courses. Training films can be scheduled. Division training officers will find these periods useful once or twice a month for conducting progress tests and examinations for the courses the men are taking.

The Navy provides many excellent training courses in nearly all the ratings to which men may aspire. As division training officer, you must set up proper records and keep track of them as well as of other phases of your men's training. Keep dated records of progress and urge the lag-gards to be industrious. Be sure that you take a keen interest in the training courses and practical factors of your men and ensure that the good ones are not held back for want of completing prescribed training courses, either because

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they were slow in getting started or because you have failed to make the courses available to them.

An incident happened recently in one of the repair ships. An excellent striker for shipfitter could not be recommended for promotion because he had not completed his training courses for third class. On investigation, his division officer discovered that this striker read but haltingly and wrote so poorly as to be ashamed to take a progress test. The division officer immediately arranged for the Chaplain to give him lessons in reading and writing. A shipmate volunteered to read the courses aloud to him. The division officer gave him progress tests and course examinations orally. Four months later, he passed a written examination for shipfitter third class with a mark of 3.65.

As a final admonition, take a real and sincere interest in your men. Give encouragement to those who need it. Make the information available to those who need to learn. And keep yourself always ready to assist the good man who wants to get ahead.

Chapter IV

Handling the American Bluejacket

THERE is no substitute for experience. All the talk in the world, all the reading of good books on leadership cannot make the new officer into a good leader overnight. But your period of apprenticeship can be abbreviated if you will learn to avoid some of the more obvious pitfalls and if you will profit by the mistakes that other officers have made. Most of the thoughts presented here have been learned through a number of years of experience—you might say, the hard way. If the new officer can be saved some of that soul searching, some of that unpleasantness and uncertainty which, in the past, all young officers experienced, then this chapter will have accomplished its purpose.

The Navy has become so mechanized in recent years that many young officers (and not a few old) are inclined to forget the personnel element. Beyond all doubt, our machines are splendid. They will almost run themselves—almost, but not quite. No matter how advanced we may become in sci-

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ence, mechanics, and electronics, we shall always require *men* to run the *machines*. On how well our men perform that job depends the efficiency of our ships and of our fleet.

Much study of this problem of handling the American bluejacket is therefore recommended. He is your special care. No scientific knowledge you may possess, no research you may perform, no mechanical experience you may acquire can possibly be of so much importance to you and of so much value to the Navy and to your ship as expert ability and practicing proficiency in the handling of men.

When he is confronted by his first group of enlisted men, every new officer finds himself possessed of an initial uncertainty. Frequently, the young officer has no idea what he wishes to accomplish with the group of men facing him at his first quarters, and even less idea of how to go about accomplishing it. Only by experience and knowledge can he acquire the "know what" and "know how." Confidence in himself and in his men comes only with experience. *If he knows*, he can be sure of himself.

An incident out of the author's own experience comes to mind. A new graduate from the Naval Academy found himself assigned as Third Junior Officer in a turret division of a battleship. Perhaps no new ensign was ever more frightened or less certain of himself than this one. Being such a shiny new officer and having so many junior officers in his division, he had very little to do, and so the division officer assigned him a third-deck living compartment to keep clean, some very minor responsibilities with respect to enlisted training, and a battle station in charge of the lower hanging room.

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His responsibilities being what they were, he probably had no business in the main-deck gun casemate at all. Certainly, he had no right to interfere with the cleanliness and upkeep of that compartment, because, although the compartment belonged to his division, it was assigned to the First Junior Officer, an aggressive and positive individual 2 years senior to the new ensign.

Whatever the merits of the situation, the young officer was passing through this compartment one morning when he noted that the dogs on the gun port, instead of glittering brightly in the sunlight, were covered with a coat of green verdigris. He looked around the compartment, and over near the inboard bulkhead he saw a likely-looking seaman swabbing the linoleum of the deck.

"Hey, you," he called. "You in the Fourth Division?"

The seaman swung around, obviously very surprised.

"Yes, sir."

"Well, come here!" the officer shouted in a rather abrupt fashion, principally because he was scared half to death and not at all because he was angry or upset. The seaman scowled at the officer, leaned his swab handle up against the bulkhead, and sauntered over.

"See those dogs?" the ensign asked harshly. "Get them shined up!"

The seaman sized him up from head to foot and replied, "I'll get 'em after a while. Mr. Waller told me always to scrub down the first thing in the morning."

The mention of the First Junior Officer's name made the young ensign realize the enormity of his offense, and he became, if possible, more excited than ever.

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"You get them shined, and get them shined right now."

He turned and almost ran away from there.

Later that morning, he had occasion to pass through the gun casemate again. Instead of the bright and shining dogs he had expected, they still wore a coat of green. The seaman, whose name he had by then learned was Anderson, was scrubbing paintwork on the after bulkhead. Still confused and unhappy over the unnecessary situation into which he had worked himself, the young officer attempted his first corrective discipline.

"Oh, Anderson," he called—a considerable improvement over "hey, you"—"come here a minute."

The seaman slouched across the compartment to where the officer stood by the gun port.

"See those dogs?" the ensign cried angrily. "Why haven't you shined them?"

"I haven't got around to it yet. Mr. Waller told me to scrub paintwork this morning. I'll shine 'em, but I can't do everything at once."

"All right, then, shine 'em. The next time I come through here, I want them shined."

After lunch, he went back to the gun casemate again. The dogs on the gun port were glittering brightly in the sunlight. Anderson came across the compartment to where he was standing.

"Well, I hope that suits you," he said in a truculent manner.

The young officer could not think of anything to say, and so he turned on his heel and went out of the compartment. Down below in his stateroom, he took opportunity to

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consider carefully his series of encounters with Anderson. Inexperienced as he was, it was obvious to him that something was very wrong with the picture. Of course, his manner of going about getting the dogs shined had been completely wrong, but the most serious thing about the whole affair was that he had let the seaman's insolence pass unchallenged. Somehow, the young ensign realized that if he let that go by, he might as well consider giving up the Navy then and there, for he would never be any good either to the Navy or to himself. So he pushed the pantry call bell and when the Filipino watch boy appeared, he told him to go up to No. 9 casemate to tell Anderson that he wanted to see him right away.

The seaman reported presently to the officer's stateroom, standing there offended, outraged, and no doubt nursing injured feelings, and looked across the room in a challenging manner. The scene is too long to describe, but somehow the officer found the strength and determination and the proper words. Before Anderson left the room, he realized that the new ensign, although young and inexperienced, was an officer in the Navy, while Anderson was an enlisted man.

This incident has been presented in some detail because it includes very nearly all the horrible examples of poor handling of enlisted men. Gratuitously, the young officer had insulted and offended Anderson, whom he came to know as an excellent seaman and later as one of the best petty officers in his division, and he had accomplished nothing of value. In the first place, the officer had not known what needed to be done in the compartment; furthermore, he did

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not know how to go about getting it done, and he did not have the remotest idea as to how to give an order to an enlisted man.

The first thing you should do is learn your job. Learn, also, how to do the job of the man under you. Learn from the firemen and seamen, from the painters and side cleaners, from the shipfitters and machinist's mates. *Don't be proud!* Learn from anyone who can teach you the things you need to know.

DISCIPLINE IN YOUR DIVISION

To have good discipline in a ship, there must also be good discipline in the divisions of that ship. To promote good discipline in your division, you must set high standards by example and precept and insist that these standards be maintained. A well-disciplined division exhibits smartness in everything it does. The routine evolutions run off like clockwork, and the men are military and snappy in their movements and present a neat and pleasing appearance with respect to uniform and person. Every duty is performed with smartness and precision.

Try to build up such a spirit in your division. Foster in your men a feeling that they are superior. When you hear them saying around their parts of the ship, "The Fighting Fifth is the best damned division in the ship," you possess a division spirit which is beyond price.

Always with you, it seems, you will have a certain small percentage of backward, ineffective, sloppy, almost useless men. Some men are intrinsically worthless, and there is not

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much you can do about them, except to get rid of them so that a bad apple will not spoil the barrel. Where a previously good man has suddenly taken a slump, there is usually a reason. Sometimes it is a personal matter—illness in his family, loss of near and dear relatives, marital difficulties, hopeless indebtedness, family insecurity, and dozens of other reasons. Sometimes his difficulty is aboard ship, possibly within your division. Not infrequently, it is a case of a dog with a bad name.

Under such circumstances, it is your duty to find out what has happened, what is troubling your man. Get him off by himself where you can talk together uninterrupted and not overheard, at night on a condition watch, in a quiet spot on deck, or, as the last resort, in your stateroom. Try to find out what is troubling him. Sometimes a mere airing of his difficulties will resolve them, and he will see how foolish he has been. Often, there is real assistance which the Chaplain or you can render to the man or to his dependents.

In any event, use your understanding and your authority with backward men. Talk to them. Admonish them as to the probable results of their slovenly or vicious behavior. Point out to them the advantages of good behavior—advancement in rating, increased pay, and honor and distinction among their shipmates.

If such interviews and discussions are not effective, there are corrective measures which you can take without infringing upon the prerogative of your Commanding Officer to administer all punishment. If a man is shiftless, does not turn to well, or is hard to keep on the job, you are well within the scope of your authority to require him to com-

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plete his work after working hours. And of course, no man rates going on liberty if he has not properly completed his assigned task.

In this matter of exercising corrective measures within your division, you will be well advised to keep a close check on your bos'nmate. Be sure that you know what is going on in the division. Most leading bos'nmates are right thinking, conscientious men, but a careless or brutal leading petty officer can cause more trouble in a division than you will be able to straighten out in many weeks of strenuous effort.

No matter how you may work with some men, they just are not amenable to discipline. If you cannot handle a man, it becomes necessary to put him on the report. You will find that the Captain will always be glad to back you up, but it is essential that you are sure of your facts and are in a good position to support at Mast your recommendation for punishment.

The first Captain's Mast that the author ever attended was also the first Mast that a new and later beloved Captain held on board his new command. There were three men on the report to be brought up before him.

The first man, a seaman named Jenkins, stepped forward as his name was called and faced the Captain across the "Pulpit," as the bluejackets call the Mast desk. "Shirking duty, Jenkins. What do you have to say for yourself?"

"Nothing, sir."

The Captain riffled through Jenkins's record while he listened to the reporting petty officer and the man's division officer. Then he began to talk. In a low, kindly tone of voice,

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he exhorted the man before him to try to do better. We could feel the tension at the Mast relax.

"Your division officer can't say anything good about you," he finished in the same gentle but firm tone. "Two previous offenses. I'm going to give you 5 days' solitary confinement on bread and water." Tension returned to the Mast.

The next man up had been absent over leave for 5 days, his third offense. The Captain's manner was just as kindly and solicitous. You could sense the relaxation of tension again, until the Captain said, very calmly, "Young man, you've got to be taught a lesson. Summary court-martial."

The third case was a rather sloppy report for failure to carry out orders. The leading petty officer of one of the boiler rooms had put this fireman on the report. The calm, friendly, judicial investigation developed that the order had not been at all well understood and was not a proper order, anyway, and so the Captain excused the man from punishment with a warning. But he did not excuse the man's division officer. In the same low, kindly tone of voice, he told the B Division Officer just what he thought of his slovenly investigation of the report.

The effect on Mast reports in that battleship was miraculous. Division officers no longer brought their men to Mast for trivial offenses, and the men avoided Mast, because they knew that the Captain, while very quiet and pleasant, was surely going to assign them as stiff a punishment as their offense merited.

Whether you have put a man of your division on report or someone else has, always go to Captain's Mast with your

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man. If your man at Mast is a good one, who has had a momentary lapse, step forward and say a good word for him if you can. If you feel, however, that you cannot speak for him, your mere presence at Mast is helpful. Your man probably feels, "Well, there's the division officer standing up with me, anyhow, even if he can't say anything for me." But remember, the frequent presence of your men at Mast reflects discredit upon your division and, therefore, upon your performance of duty.

In handling your men, never forget the great stimulus of praise given for work well done. Commend your men as publicly as may be possible. If you must reprimand a man, do so privately. And most certainly, avoid ridicule of your men, because ridicule is a two-edged sword, which cuts in both directions and is one of the most vicious weapons in existence for breaking a man's spirit and ruining the morale of a division.

LOOKING OUT FOR YOUR MEN

This discussion leads, quite naturally, into one of the most important, and one of the frequently neglected, aspects of leadership. This may be summed up briefly as *Look out for your men*. Do things for and with them. If the opportunity is available for recreation parties, see that your division is scheduled for as many as the other divisions, and go along with them. Sometimes a hunting trip can be scheduled. Your men will get an enormous amount of pleasure out of a properly arranged hunting or camping trip. Perhaps the whole division can be taken care of in two or three

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parties. If one or two division officers accompany each party, they will find that, not only does their presence assist to build up a fine morale and *esprit de corps* in the division, but also that they will have an excellent time of it themselves.

Each officer and man in the Navy is authorized 30 days' leave every calendar year. Leave is an entitlement, not a right. Frequently in wartime, there will be months on end when you can send none of your men on leave. After such an operating period, when leave can be granted, try to see that all your men get it. There is nothing more beneficial to officer or man than the rejuvenating effect of a leave of absence, of getting completely away from the ship and the Navy for a little while.

In the advanced operating areas, it is often impossible to grant any kind of liberty, and in some of the forward areas, liberty must be very severely curtailed. As division officers, you will not have much to say about the amount of liberty granted, but you must take an interest in the liberty of your men and see that they are given just as much as the rest of the crew and as the crew of the ship in the next berth.

In ports where liberty cannot be granted at all, recreation of various sorts often can be arranged. Baseball, softball, volleyball, swimming, and other sports help to enliven a very dull port. Fishing from ship's boats or even over the side has provided a popular means of recreation. If you can arrange to take your men to a beach for a swim and a picnic supper on general mess food, the change of scenery will be very beneficial.

With regard to food, take a very definite personal inter-

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est in the General Mess. The Supply Officer is doubtless much more experienced at feeding large numbers of men than you are, but some of his subordinates sometimes slack off. You should show up at the mess lines of your division occasionally to learn at first hand just what the men are being fed and what their messing conditions are.

The living conditions of your men should also be one of your concerns. All our ships, large and small alike, are terribly crowded under war conditions. Frequently, there is not much that can be done about it. On the other hand, your suggestions may be instrumental in improving the general livability of a compartment, by providing additional ventilation, by rearranging bunks or lockers to give more room, or by reducing the number of bunks in a compartment by finding unused space in another compartment. Do not accept unsatisfactory conditions as necessary merely because they exist.

All these things comprise a proper interest in the welfare of your men. But you can also go too far along this line. No upstanding group of men want to be looked after as if they were children. In this, as in other respects, you must balance a sincere interest in your men against an over-zealous concern for them. Look out for your men, but *don't coddle them*.

RELATIONSHIP WITH YOUR MEN

In their relationship with their men, most new officers are at first likely to be fumbling and uncertain. Their new station and authority are strange to them, and the democracy

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under which they have been reared makes foreign to their natures the sharp cleavage between officers and men required by military discipline.

Early in your career you must learn to avoid an undue familiarity with your men. First of all, you must earn their respect by your knowledge and ability. Then you must insist that your men maintain always the proper attitude of subordination and military courtesy. Some young officers feel that they promote friendliness between their men and themselves by calling them by their first names or nicknames. Nothing could be farther from the facts. Call your men by their last names and by their last names only. You may have known a unit ashore or a small ship where this rule was ignored and yet the command apparently functioned efficiently. This may have been the exception that proved the rule. Or perhaps the unit was not so efficient as it appeared on the surface. In any event, such a station or ship would probably have functioned with greater efficiency if the officer had followed this sound practice.

If you do not know a man's name, call him by his rate, or an abbreviation of it, such as "Machinist" for Aviation Machinist Mate, which is obviously too big a handle to use. As rapidly as you can, learn the names of your men. Don't be a "hey, you" officer! Just as important, insist that the men address you by your proper tag handle. For every young officer, this is "Mister." And insist that your men properly address and refer to all other officers, correcting them firmly when you hear them do otherwise.

Within the proper bounds of discipline, be approachable and friendly, but be sure, also, that your men know their

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place. Avoid extremes of laxness and tautness in your dealings with your men. Try to be the same all the time, so that they may always know what to expect from you.

All officers should give the matter of issuing orders their careful consideration. The most important thing about issuing an order is that it be just and proper. Very nearly as important is that you know how to give an order effectively. At first, you may be pretty uncertain of yourself, but this must not become apparent to your men. Practice and cultivate an authoritative tone of voice. Learn and use the proper naval phraseology. Think about your orders before you issue them, and phrase them to be short, snappy, and incisive. Give them in a strong, firm tone of voice, with only enough volume to be heard by those affected. Be sure that your voice does not trail off at the end uncertainly. Be calm and decisive, without brusqueness or an appearance of anger.

The important elements in giving an order are to make sure that it is clearly understood and that the man who receives it knows that you mean what you say. Insofar as may be possible, issue all your orders through your division petty officers. Leave it to them to detail men to the jobs and to see that they are properly done. In this way, you build up the importance of your petty officers and promote a smooth-working organization, which will function effectively in your absence. In giving your orders, tell your petty officers *what* you want them to do. Except in unusual circumstances, where a technique is unfamiliar to the petty officer in question, leave the *how* up to him.

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MORALE

The morale of any military organization is of the utmost importance and is the constant concern of its leader. The morale of a ship may be said to be the state of mind of the crew with reference to confidence in its leaders, to courage, and to fidelity of purpose. Like the character of a ship, the standard of morale is set in the Wardroom. The morale of a crew is nourished, promoted, and sustained by the character and professional attainments of the ship's officers.

But what you want to know is what helps to build up, in an organization, a good morale. A great deal has been written about this subject, and there is a considerable confusion in the thinking with respect to it. Why does one ship have an excellent morale, when a ship in the same division, with very nearly the same sort of officers and men and similar operating and living conditions, has a very low morale? Frankly, this is one of the questions to which no one knows the complete answer. The following suggestions have been tried in a number of ships during wartime and will help to improve the morale and spirit of the crew.

Provide the men with magazines and books to read. If your welfare fund cannot support a very ambitious program, get books and magazines aboard on consignment for sale in the Ship's Store.

Insofar as you may be able, keep the men informed as to operations in hand. Considerations of security prevent the dissemination of much information on future operations, but once you are at sea, tell your men just as much of what

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is in store for them as you can. They will react differently, for example, to the knowledge that they are merely going out for gunnery and tactical exercises, and to the information that contact with the enemy is imminent. When battle is in prospect, *put out the dope!* If you can, tell your men where, when, why, how, and what to expect. Every American bluejacket will react much more satisfactorily to accurate knowledge than he will to uncertainty. A good effect will result not only in the spirit of the men, but also in the manner in which they will perform their duties. As the operation progresses, post charts of the operating areas on various bulletin boards about the ship and keep them up to date. These charts have the added advantage that, if the ship is lost, all the ship's company have knowledge as to where they are and what to try to do about it.

See that orders which affect the men are promulgated to them. Publish the Executive Officer's memorandums and Ship's Orders to your divisions at Quarters. Keep a file of effective orders for your petty officers and other interested men in your division to read, as they find the time.

Insist that your men get enough rest. When the ship is on a watch-in-four schedule, ship's work can be conducted in a normal manner. But when the crew is on watch and watch, it is a good plan to abandon any ambitious schemes of cleanliness and upkeep and to do only the most necessary work. In slack times during the day and night, let men not immediately required sleep on their stations, but insist that men on lookout, telephones, and other important watches maintain a war alertness.

With service of ships in combat areas for long months

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without any adequate liberty and recreation, the most effective means of preventing a lowering of morale is to keep the men busy at sea, and in port when in dull and uninteresting advanced bases. At sea, greater efforts should be expended toward intensive training of the crew at their battle stations. In port, the cleanliness and upkeep of the ship and crew should be given the careful attention of all officers.

All ships nowadays have motion-picture projectors, and there is hardly a place in the world where programs cannot be obtained. Frequently, blackouts and dimouts prevent showing movies on topside, but, with a careful investigation of local conditions, you will usually find that if several showings are arranged during the afternoon and evening nearly every person who wants to see the picture can do so.

There are many other ways to promote the amusement and contentment of the crew. Boxing meets and other happy hours not only provide entertainment for the audience, but give an outlet to the talented members of the crew for their excess energy. Many ship's companies have worked up simulated radio shows, comprising excellent music and clever skits, some of which purport to advertise the wares of the Ship's Service Store, the Canteen, or the Clothing and Small Stores, to the great amusement of the men. On smaller ships, quiz programs after the pattern of "Information, Please" have proved to be very popular with the crew. There seems to be nothing funnier to a bluejacket than to know the answer to a question over which one of his shipmates is fumbling. Even the small ships have a great variety of talent on board. Destroyers and mine sweepers have organized

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excellent glee clubs, hillbilly bands, and even fancy stringed quartets.

Of primary interest and concern to all sailors is their personal mail. Frequently, their letters, when they receive them, are not very important or interesting, but the mere fact that they have heard from home and that they know the folks at home are thinking of them, and even worrying about them, is very comforting. It should be the concern of all officers to promote the expeditious forwarding of mail and its rapid distribution. If incoming mail must be censored, the censoring organization should function rapidly and efficiently. As Officer of the Deck, see that the mail orderly gets off promptly on his regular trips and is sent to the Fleet Post Office when special information is received that mail has arrived in the harbor.

Of almost equal importance is the regular dispatching of mail from the ship. Here again, the censoring must be well organized and rapid, because it is very disturbing to the men to know they have written regularly and then to receive letters asking them why they do not write. In this connection, try to provide adequate means for your men to obtain money orders, particularly after payday.

In connection with pay, it is a very great factor for contentment in small ships if the officers endeavor to ensure that their men are paid promptly twice a month on their regularly assigned paydays. This sometimes takes a good deal of effort, but it is well worth while.

To build up a good morale in your division and in your ship, take a real interest in your men. Instruct and train them until they are good workers. Develop in them a confi-

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dence in themselves and in their leaders. Thus you build up within them a profound conviction of excellence, until you hear them saying about the decks, "The *Blake* is the best damned ship in this or any other Navy." That is the sort of spirit which makes for a happy ship and wins battles under any conceivable circumstances.

Perhaps you may ask again, at this point, what is morale? This is the answer. A ship with a good morale is an efficient, well-organized, taut ship, in which the officers are capable leaders who *at all times* display a fine example of fairness, loyalty, and consideration for their subordinates and who thus exhibit in themselves and inspire in their men a conviction of military excellence.

The author has examined at some length into the character and motivation of the American bluejacket and has arrived at the conclusion that he is superior to the enlisted man in any other Navy. The American bluejacket cannot be driven, overawed, browbeaten, or abused. He must be *led* by able leaders, who by example, ability, consideration, and fair play promote in their men the will to excel and a resolute loyalty to their leaders and to their cause.

The deeds of the enlisted men in this war have reaffirmed again and again their high quality and great ability. They came ashore on Guadalcanal from sinking ships in Savo Sound and asked, "How in the hell do they expect us to fight battle wagons with tin cans?" But they did just that—and won! It is your grave responsibility as officers to measure up to the excellent standard necessary to lead and in-

HANDLING THE AMERICAN BLUEJACKET

spire such men to proper action. Most important among all the qualities which promote efficiency and encourage good morale and a fighting spirit in your ship is a sincere and conscientious interest in the personal welfare of your men.

The Power of Example

The rules a Leader keeps are written here—
Of Loyalty, Simplicity, and Tact,
Of Honor, Self-control, and Duty clear.
Among them all we find one grievous lack:
“Do not do as I *do*, but as I *say*.”
In vain is all we know and all we teach,
However we may strive to find the way,
Until we learn to practice what we preach.

Whatever we would like our men to be,
Clean and alert and wholly unafraid—
Then must we go before and let them see
That we will *do* the things that we have *said*.
So will they know that we are men to lead,
And we will have the grasp for which we reach
When we can show, by every word and deed,
That we have learned to practice what we preach.

’Tis well that we should know the Rules of Road
And how to stand a watch and thread a pipe,
And teach our crews to point and fire and load,
And hold our tongue when we would like to gripe.
Above all these, we know one vital need—
And this, our prayer, O Lord, we now beseech—
As we would have men follow where we lead,
Give us the strength to practice what we preach.

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LEADERSHIP

THE standard work on leadership for the United States Army is "Leadership," by Major A. H. Miller, USA (Putnam). For many years the standard text at the Military Academy, this work is particularly valuable as a source for the study of basic human emotions and fundamental characteristics which cause the motivation of men. The standard Navy work on this subject for 19 years has been "Naval Leadership," compiled by Lieutenant (now Captain) L. H. Thébaud, USN (U.S. Naval Institute). This excellent book merits the careful and conscientious study of every naval officer and frequent rereading as the years of his service increase. Of particular merit and value is the chapter called "Loose Ends," which might well be subtitled, "Maxims of Naval Leaders." Valuable also is a thin pamphlet by Captain R. C. Parker, USN, called "Essay on Leadership," now out of print but generously quoted in Captain Thébaud's book. This was the prize essay in a contest conducted in the old Atlantic Fleet. Among the new books is "Command at Sea," by Captain Harley F. Cope, USN (Norton), which contains much good sense and sound advice on leadership and organization of a naval command; and "Personal Leadership for Combat Officers," by Lieutenant Prentiss B. Reed, Jr., CAC, USA (Whittlesey House), which, although

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prepared for the Army, presents solutions to the problems encountered in any field of endeavor.

Admiral Russell Willson's "Watch Officer's Guide" (U.S. Naval Institute) contains two chapters pertaining to leadership. Particularly useful are his Hints to Young Officers. Additional information may be obtained from "Military Manpower," by Lieutenant Colonel Lincoln C. Andrews, USA (Dutton), and "The Management of Men," by Colonel Edward L. Munson, USA (Holt), for the principles of leadership are eternally the same.

In the field of more general reading, the officer will draw much inspiration from Southey's "Life of Nelson" and Admiral Sims's "Victory at Sea" (Doubleday, Doran). Captain Leland P. Lovette's "Naval Customs, Traditions, and Usages" is a monumental source book delineating the reasons behind many of the Navy ways of doing things. "Mahan on Naval Warfare," by Allan Westcott (Little, Brown), and "The Maxims of Napoleon" (now long out of print) present excellent material on this and allied subjects productive of much serious thought. Also in this category should be mentioned Karl von Clausewitz's "Principles of War" (Military Service).

TRAINING

The basic publication for training bluejackets is the Bureau of Naval Personnel Manual, Part D. It presents all the Navy rates, together with their requirements. Changes in this publication and new requirements, new bureau policies, service requirements, etc., are given in

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BuPers also publishes all the manuals for the Navy training courses, with the exception of a few prepared by BuAero. Information with respect to these courses, their use, and a list of those available, is published by BuPers in Instructions for Enlisted Training. This pamphlet also contains a wealth of information on training stations, service schools, training courses, training procedures, etc. Additions to the list of training courses prepared and revised manuals for those courses are published from time to time in the Navy Department *Bulletin*.

Excellent material for teaching men is contained in The Bluejackets' Manual, U.S. Navy, 1940 (U.S. Naval Institute) ; Bureau of Supplies and Accounts Manual ; Communication Instructions, U.S. Navy ; Naval Courts and Boards ; Landing Force Manual, U.S. Navy ; Ship and Gun Drills, U.S. Navy ; Manual of Engineering Instructions ; and a great many other bureau manuals and publications.

For use of training films, consult the Catalog of United States Navy Training Films for titles available, their subject matter, and length of screening. BuPers training manual Instructions for Using Educational Motion Pictures and Film Strips gives general information as to the use of training films. BuPers also publishes individual utilization sheets for many training films, which give valuable suggestions for the employment of a particular film. *TraDiv Letters* month

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